

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086
Allied Core Course Offered by the Department of Psychology to students of
Sociology

SYLLABUS

(Effective from the academic year 2015 - 2016)

SOCIAL PSYCHOLOGY

CODE: 15PY/AC/SP15

CREDITS: 5

L T P: 4 1 0

TOTAL TEACHING HOURS: 65

OBJECTIVES OF THE COURSE:

- To introduce students to the basic concepts of social psychology
- To familiarise students with the various applications of social psychology

Unit 1

Introduction to Social Psychology (10 hrs.)

- 1.1 Meaning and Definition
- 1.2 Nature of Social Psychology and Scope of Social Psychology
- 1.3 Methods of study in Social Psychology – Experimental, Observation and Interview Methods

Unit 2

Person Perception and Attitudes (17 hrs.)

- 2.1 Interpersonal Attraction – Physical Appearance, Proximity, Similarity and Complementary Principles. Sociometry
- 2.2 Nature and Formation of Attitudes
- 2.3 Measurement of Attitudes - Likert, Thurstone's, Bogardous and Guttman's Scales, Semantic Differential Technique
- 2.4 Change of Attitude -Cognitive Dissonance and other methods

Unit 3

Behaviour in Groups (14 hrs.)

- 3.1 Definition and Types of groups
- 3.2 Leadership
- 3.3 Process and Types of Communication
- 3.4 Social Facilitation

Unit 4

Prejudice and Aggression (12 hrs.)

- 4.1 Definition and Nature of Prejudice
- 4.2 Causes of Prejudice: Social, Emotional and Cognitive factors
- 4.3 Discrimination, Stereotypes, Racism (Casteism), Sexism
- 4.4 Definition and Types of Aggression, Theories and Management of aggression

Unit 5

Conformity and Altruism

(12 hrs.)

5.1 Definition of Conformity

5.2 Factors associated with Conformity

5.3 Laboratory Experiments- Asch and Crutchfield

5.4 Altruism (Prosocial Behaviour)

BOOKS FOR STUDY

Baron Robert A, Donn Byrne .*Social Psychology*. New Delhi: Prentice-Hall of India Pvt Ltd, 2004.

Kuppuswamy B. *Introduction to Social Psychology*. India: Asia Publishing House 1990.

Myers, David, *Social Psychology*. New York: McGraw Hill. International Ed. 2005.

BOOKS FOR REFERENCE

Kassin.M, Brehm S Saul. *Social Psychology*. Boston. Houghton Mifflin Company. 2001.

Susan T, Fiske Daniel. *Handbook of Social Psychology Vol I and Vol II*, New Jersey Published by John Wiley and Sons. 2010.

Schneider, Frank W, Gruman, Jamie, A. *Applied Social Psychology-Understanding Social problems and Practical Problems*. New Delhi. Sage South Asia.2012.

JOURNALS

Doaj.org

Journals of Psychology

APA Psychnet

Sage Journals

Pearson Journals

WEB RESOURCES

https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them

https://www.ted.com/talks/paul_bloom_can_prejudice_ever_be_a_good_thing

PATTERN OF EVALUATION

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – $3 \times 2 = 6$ marks (all questions to be answered in 50 words)

Section B – $3 \times 8 = 24$ marks (3 out of 5 questions to be answered in 250 words)

Section C – $1 \times 20 = 20$ marks (1 out of 2 questions to be answered in 1200 words)

Third Component:

List of evaluation modes:

Seminars

Assignments

Quiz

End semester examination:

Total Marks: 100

Duration: 3 hours

Section A: $10 \times 2 = 20$ Marks (all 10 questions to be answered in 50 words each)

Section B: $5 \times 8 = 40$ Marks (5 out of 8 questions to be answered in 250 words each)

Section C: $2 \times 20 = 40$ Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600 086.
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SYLLABUS

(Effective from the academic year 2015-2016)

FUNDAMENTALS OF HUMAN BEHAVIOUR

CODE: 15PY/GE/HB22

CREDITS: 2

L T P: 2 0 0

TOTAL TEACHING HOURS: 26

OBJECTIVES OF THE COURSE:

- To help students understand basic Principles of Psychology
- To Create Self-Awareness and Understanding of various aspects of Human Behaviour

Unit 1

Introduction to Psychology

(10 hrs.)

- 1.1 Definition of Psychology and Basic concepts- Cognitive and Affective factors
- 1.2 Methods of studying Human Behaviour- Introspection, Observation, Interview, Case Study, Questionnaire, Experimental Method

Unit 2

Cognitive Processes

(8 hrs.)

- 2.1 Perception, Attention, Learning, Memory, Creativity
- 2.2 Intelligence and Concept Formation

Unit 3

Affective Factors and Personality

(8 hrs.)

- 3.1 Motivation (Primary and Secondary Motives)
- 3.2 Emotion (Negative and Positive Emotions), physiological Basis of Emotions
- 3.3 Definition, Assessment and Development of Personality

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2007.

Bowdon-Tom Butler. *50 Psychology Classics*. London: Nicholas Brealey, 2008.

WEB RESOURCES

<http://tedtalkspsychology.com/10-myths-about-psychology-debunked-with-ben-ambridge/>

PATTERN OF EVALUATION

No End Semester Exam

Continuous Assessment

Total Marks : 50

Assignment

Case Studies

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI-600 086.
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SYLLABUS

(Effective from the academic year 2015-2016)

BASIC SKILLS IN COUNSELLING
(Skill Development Course)

CODE: 15PY/GE/BC22

CREDITS: 2

L T P: 2 0 0

TOTAL TECHING HOURS: 26

OBJECTIVES OF THE COURSE:

- To understand Basics in Helping Relationships
- To train students in individual and group approaches to counselling through the participatory method

Unit 1

Introduction to Counselling (10 hrs.)

- 1.1 Definition and Goals of Counselling
- 1.2 Characteristics of a Counsellor
- 1.3 Concepts of Advice, Guidance and Psychotherapy in relation to counselling
- 1.4 Ethics in counselling
- 1.5 Individual and Group Counselling

Unit 2

Counselling Process (10 hrs.)

- 2.1 Basics Steps to Counselling (Case study & Role play) – Practical Sessions
- 2.2 Skills in Building Counselling Relationships

Unit 3

Areas in Counselling (6 hrs.)

- 3.1 Counselling in Educational institutions
- 3.2 Counselling in Organizations
- 3.3 Counselling in Families
- 3.4 Counselling in Communities
- 3.5 Online Counselling

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2007.

Patterson. Lewis, Welfel. Reynolds, Elizabeth. *The Counselling Process*. Bangalore: Eastern Press, 2001.

WEB RESOURCES

Basic Counselling Skills: Role-play
https://youtu.be/OwW8x_0YGLI

01-Carl Rogers on Empathy
<http://www.youtube.com/watch?v=iMi7uY83z->

PATTERN OF EVALUATION

No End Semester Exam
Continuous Assessment

Total Marks : 50

Case Studies
Presentation
Assignment

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SYLLABUS

(Effective from the academic year 2015 - 2016)

GENERAL PSYCHOLOGY

CODE: 15PY/GE/GP23

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

***Students of BSW are not eligible**

OBJECTIVES OF THE COURSE:

- To Introduce the basic principles of Psychology
- To familiarize students to the applications of these principles

Unit 1

Introduction to Psychology

(7 hrs.)

- 1.1 Definition and Scope of Psychology
- 1.2 Scientific Methods in Psychology
- 1.3 Schools of Psychology
- 1.4 Branches of Psychology

Unit 2

Cognitive Processes

(8 hrs.)

- 2.1 Sensation and Perception
- 2.2 Learning and Memory
- 2.3 Creativity

Unit 3

Intelligence

(7 hrs.)

- 3.1 Concept & Definition of Intelligence
- 3.2 Determinants of Intelligence
- 3.3 Theories of Intelligence and Assessment

Unit 4

Personality

(11 hrs.)

- 4.1 Definition of Personality
- 4.2 Psychoanalytic theories
- 4.3 Humanistic theories
- 4.4 Factor analytic theories

Unit 5

Affective Factors

(6 hrs.)

- 5.1 Nature of Motivation, Types of Motives
- 5.2 Nature of Emotions, Types of Emotions

BOOKS FOR STUDY

Baron, A. Robert. *Psychology*. New Delhi: Prentice Hall, 2004.

Meyers, G. David. *Exploring Psychology*. New York: Worth, 2008.

BOOKS FOR REFERENCE

Christensen.I.P. H.L.Wagner. *Psychology*. U.K: BIOS Scientific, 2004

Hall, Calvin and Lindzey Gardner. *Introduction to Personality theory*. New York: John Wiley,2000.

JOURNALS

Journals of Psychology

WEB RESOURCES

Utube: Classical Conditioning, Operant Conditioning, Cognitive Learning Theories

<https://www.youtube.com/watch?v=hhqumfpxuzI>

<https://www.youtube.com/watch?v=H6LEcM0E0io>

https://www.youtube.com/watch?v=NjTxQy_U3ac

<https://i.ytimg.com/vi/6-YWrPzsmEE/mqdefault.jpg>

PATTERN OF EVALUATION

No End Semester Exam

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3 x 2 = 6 marks (all questions to be answered in 50 words)

Section B – 3 x 8 = 24 marks (3 out of 5 questions to be answered in 250 words)

Section C – 1 x20 =20 marks (1 out of 2 questions to be answered in 1200 words)

Third Component:

List of evaluation modes:

Quiz

Assignments

Case studies

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SYLLABUS

(Effective from the academic year 2015-2016)

PERSONALITY ENRICHMENT

CODE: 15PY/GE/PE23

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE:

- To help students understand themselves in relationship with others
- To enable students improve their Personal and Communication Skills

Unit 1

Introduction to Personality (9 hrs.)

1.1 Overview of Determinants of Personality: Physical, Intellectual, Emotional, Social, Education, Sex, and Family

Unit 2

Getting Acquainted with Ourselves (8 hrs.)

2.1 Self-Discovery
2.2 Self-Disclosure- Advantages; Johari Window
2.3 Self-Esteem- Strategies to improve Self- Esteem
2.4 Values- Development of Values, Clarifying Personal Values

Unit 3

Interpersonal Communication and Relationships (9 hrs.)

3.1 Communication Process
3.2 Verbal and Nonverbal Communication
3.3 Listening- Barriers to Listening
3.4 The Fear of Getting Acquainted- Inaccuracy in Social Perception
3.5 Developing Positive Relationships

Unit 4

Resolving Interpersonal Conflict (7 hrs.)

4.1 Causes of Conflicts
4.2 Positive and Negative effects of Conflicts
4.3 Behaviour Styles of Conflict Management
4.4 Learning to be Assertive

Unit 5

Emotions & Stress

(6 hrs.)

5.1 Characteristics of Emotions

5.2 Dealing with Emotions like Fear, Anxiety, Anger and Guilt

5.3 Stress- Causes

5.4 Tips for Managing Stress

BOOKS FOR STUDY

Hurlock, Elizabeth .*Personality Development*. New Delhi: Tata McGraw Hill Publishing Co, Ltd. 2003.

Walker, Velma. Lynn Brooke. *Becoming aware*, Iowa: Kendall/Hunt Publishing Company.2009.

BOOKS FOR REFERENCE

Kindler, Herbert S., Ginsburg, Marilyn. *Measure and Manage Stress*. C.A: Crip Publications and Inc.2004.

Schwebel, Andrew, I. Harvey, A. Barocas. *Personal Adjustment and Growth*. U.S.A: Wm.C.Brown Publishers. 2000.

WEB RESOURCES

Stress

<https://www.youtube.com/watch?v=O0OkAs8nD0k>

Johari Window

https://i.ytimg.com/vi_webp/-7FhcvoVK8s/mqdefault.webp

PATTERN OF EVALUATION

No End Semester Exam

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3 x 2= 6 marks (all questions to be answered in 50 words)

Section B – 3 x 8= 24 marks (3 out of 5 questions to be answered in 250 words)

Section C – 1x20=20 marks (1 out of 2 questions to be answered in 1200 words)

Third Component:

List of evaluation modes:

Quiz

Assignments
Case studies

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SYLLABUS

(Effective from the academic year 2015-2016)

PSYCHOLOGY OF ADOLESCENCE

CODE: 15PY/GE/PA23

CREDITS: 3

L T P: 3 0 0

TOTAL TEACHING HOURS: 39

OBJECTIVES OF THE COURSE:

- To give students a basic understanding of Adolescent Psychology
- To help them understand the impact of Mass Media in shaping their Personality

Unit 1

Introduction to Adolescence (5 hrs.)

- 1.1 Meaning of Adolescence
- 1.2 Needs and Problems of Adolescence

Unit 2

Adolescence (8 hrs.)

- 2.1 Physical development: Growth Spurt and its Psychological impact
Health Concerns- Psychological Impact (Eating Disorders & Substance Abuse, Sexual Behaviour, Teenage Pregnancy).
- 2.2 Social Development: Egocentrism, Relationship with Family, Peer Group and Society

Unit 3

Adolescence and Personality Development (9 hrs.)

- 3.1 Emotional Development: Identity-Early Adolescence, Mid Adolescence and Late Adolescence
- 3.2 Emotions of Adolescence, Hormones, Emotional Competence
- 3.3 Personality Development: Personality Traits and Temperament in Adolescence

Unit 4

Adolescence and the Mass Media (8 hrs.)

- 4.1 Types of Media
- 4.2 Media Habits of Today's Youth
- 4.3 Developmental differences in processing Mass Media

Unit 5

Impact of Media on Adolescent Behaviour (9hrs.)

- 5.1 Aggression
- 5.2 Fear
- 5.3 Desensitization
- 5.4 Eating Disorder, Obesity
- 5.5 Sexual Belief and Behaviour
- 5.6 Adolescent as Consumer
- 5.7 Occupational Choice

BOOKS FOR REFERENCE

- Kirsh, Steven, Children, *Adolescents and Media Violence*. London: Sage, 2006
- Kroger, Jane. *Identity Development*, London: Sage Publications, London.2007
- Papalia.E. Diane, Feldman, Duskin Feldman. *Human Development*, New Delhi: TATA McGraw-Hill.2005.
- Santrock, John, *Adolescence*. New Delhi: Tata McGraw-Hill Publishing Company Ltd. 2007.
- Singhal, Suhila. Dua Pratibha, *Budding Teens-Understanding Adolescence*. New Delhi. Atlantic Publishers.2010.
- Strasburger. Victor C, Wilson, Barbara, J. *Children Adolescents and the Media*. New Delhi. Sage Publications.2006

JOURNALS

Journal of Adolescence- Francis and Taylor online

Journal of Adolescence and Youth-Springer pub

The Role of Communication Technology in Adolescent Relationships and Identity Development Betty, Steven L. Berman, Megan L. Smith

<http://link.springer.com/journal/10566/44/1/page/1>

PATTERN OF EVALUATION

No End Semester Exam

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3 x 2= 6 marks (all questions to be answered in 50 words)

Section B – 3 x 8= 24 marks (3 out of 5 questions to be answered in 250 words)

Section C – 1x20=20 marks (1 out of 2 questions to be answered in 1200 words)

Third Component :

List of evaluation modes:

Quiz

Assignments
Case studies

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SYLLABUS

(Effective from the academic year 2015-2016)

CONSUMER PSYCHOLOGY

CODE: 15PY/AE/CP45

CREDITS : 5

L T P : 4 1 0

TOTAL TEACHING HOURS: 65

***Students of B.Com are not eligible**

OBJECTIVES OF THE COURSE:

- To enable students to understand the rationale behind 'How and Why' Consumers Behave
- To understand the internal and external influences that impel individuals to act in Consumption- Related ways

Unit 1

Introduction to Consumer Psychology

(12 hrs.)

1.1 The Science of Consumer Behaviour:

Definition and meaning of Consumer Behaviour

1.2 Nature of Consumer Behaviour

1.3 Scope of Consumer Behaviour

1.4 Importance of Consumer Behaviour

Unit 2

Consumer Motivation

(15 hrs.)

2.1 Meaning of Motivation, Types of Motives, Dynamic Nature of Motives-Needs and Goals of Consumers

Consumer Personality

2.2 Meaning of Personality, Facets of Personality, Personality Traits and Consumer Behaviour

Unit 3

Consumer in the Social and Cultural Settings

(12 hrs.)

3.1 Family and Consumer Related Roles

3.2 Social Standing and Consumer Behaviour

3.3 Culture's Influence on Consumer Behaviour

3.4 Reference Groups

3.5 Psychographics

3.6 Indian Context

Unit 4
Consumer Communication Process (14 hrs.)
4.2 Definition of Communication
4.3 Communication Process-Traditional Media and New Media
4.4 Designing Persuasive Communication Messages
4.5 The Indian Context

Unit 5
Consumer Decision-Making Process (12hrs.)
5.1 Stages of Decision Making
5.2 Types of Decision Making
5.3 Consumer Decision Making Model- EK B Model
5.4 Consumer Insights

TEXT BOOKS

Schiffman, Leon G, Wisenblitt, Joseph, Kuman S Ramesh. *Consumer behaviour*. Chennai. Pearson Education, Inc.2015.

Sharma, Rajwanti, Sharma, Jai Pal. *Consumer Behaviour*. New Delhi. JBC Press.2014.

REFERENCE BOOKS

Blythe, Jim *Consumer Behaviour*. New Delhi. Sage .2013.

Graves Philip. *Consumer.ology*. London. Nicholas Brealey. 2013.

Pasricha, Seema. *Consumer Psychology*. New Delhi. Deep & Deep .2005

Sharan, A.K. *Consumer Psychology*. Bangalore. Neha Publishers & Distributors.1999.

JOURNALS

Journal of Consumer Behaviour

<http://www.ingentaconnect.com/content/jws/cbh/2004/00000004/00000002;jsessionid=51edebvsd1c7i.alice#>

WEB RESOURCES

Consumer-Brand Relationship

http://dx.doi.org/10.1207/s15327663jcp1501_10

What consumers want?

https://img-ssl.tedcdn.com/r/images.ted.com/images/ted/65912_240x180.jpg?quality=89&w=320

PATTERN OF EVALUATION

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3 x 2= 6 marks (all questions to be answered in 50 words)

Section B – 3 x 8= 24 marks (3 out of 5 questions to be answered in 250 words)

Section C – 1 x 20=20 marks (1 out of 2 questions to be answered in 1200 words)

Third Component:

List of evaluation modes:

Seminars

Assignments

Case studies

End semester examination:

Total Marks: 100

Duration: 3 hours

Section A: 10 x 2 = 20 Marks (all 10 questions to be answered in 50 words each)

Section B: 5 x 8 = 40 Marks (5 out of 8 questions to be answered in 250 words each)

Section C: 2 x 20 = 40 Marks (2 out of 4 questions to be answered in 1200 words each)

STELLA MARIS COLLEGE (AUTONOMOUS), CHENNAI - 600 086
Post Graduate Elective offered by the Department of Psychology to the students of
M.A/M.com/M.Sc. Degree Programmes

SYLLABUS

(Effective from the academic year 2015 -2016)

PSYCHOLOGY OF WELL-BEING

CODE: 15PY/PE/PW24

CREDITS : 4

L T P : 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE:

- To enable students to value the power of Positive Emotions
- To train them to discern use of appropriate emotions in a given situation
- To enable self-realisation to achieve their full potentiality

Unit 1

Positive Emotions and Well-Being (10 hrs.)

- 1.1 Importance of Positive Emotions
- 1.2 Building Positive Feelings
- 1.3 Overall Well-Being- Finding the Flow
- 1.4 Becoming Present- Savouring

Unit 2

Happiness and Psychological Well-Being (10 hrs.)

- 2.1 Distinctions of Happiness
- 2.2 The happiness Formula
- 2.3 Psychological Well-Being- Essential Components
- 2.4 Barriers to Well-Being.

Unit 3

Developing Positive Emotions across Life-Span (12 hrs.)

- 3.1 Childhood
- 3.2 Youth
- 3.3 Adulthood
- 3.4 Successful Aging
- 3.5 Cultural Context

Unit 4
Close Relationships and Well-Being (10 hrs.)
4.1 Attachment Styles
4.2 Characteristics of Close Relationships
4.3 Purposeful Positive Relationship Behaviours
4.4 Positive Communication

Unit 5
Pro-Social Behaviour- Portals of Altruism (10 hrs.)
5.1 Empathy
5.2 Optimism
5.3 Gratitude
5.4 Forgiveness
5.5 Developing Pro-social Behaviour- Mindfulness

TEXT BOOKS

Style Charlotte. *Brilliant Positive Psychology*. Dorchester: Pearson Education, 2011.

Snyder .C.R, Lopez, Shane J, Pedrotti, Jennifer Teramoto. *Positive Psychology- The Scientific and Practical Explorations of Human Strengths*. New Delhi: Sage, 2011.

REFERENCE BOOKS

Baumgardner, Steve. Crothers, Maria. *Positive Psychology* .New Delhi; Pearson Education. 2014.

Grenville- Cleave. Bridget. *Positive Psychology- A practical Guide*. London; Icon books. 2012.

Seligman Martin, *Authentic Happiness*. 1st Free Press Trade.USA. Ed Atria Books. 2004.

JOURNALS

Peterson, C., Park, N., & Seligman, M.E.P. (2005). Orientations to happiness and life satisfaction: The full life versus the empty life. *Journal of Happiness Studies*, 6, 25-41.

Fredrickson, B.L., Cohn, M.A., Coffey, K.A., Pek, J.& Finkel, S.M. (2008). Open hearts build lives: Positive emotions, induced through loving-kindness meditation, build consequential personal resources. *Journal of Personality and Social Psychology*, 95, 1045-1062.

Grant, A.M. & Gino, F. (2010). A little thanks goes a long way: Explaining why gratitude expressions motivate prosocial behaviour. *Journal of Personality and Social Psychology*, 98, 946- 955.

WEB RESOURCES

https://www.ted.com/talks/matthieu_ricard_how_to_let_altruism_be_your_guide

https://www.ted.com/talks/david_steindl_rast_want_to_be_happy_be_grateful

PATTERN OF EVALUATION

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3 x 10 = 30 (3 out of 5 questions to be answered in 300 words each)

Section B – 1 x 20 = 20 (1 out of 2 questions to be answered in 1000 words)

Third Component:

List of evaluation modes:

Seminars

Quiz

Assignments

Case studies

End semester examination

Total Marks: 100

Duration: 3 hours

Section A – 5 x 8 = 40 (5 out of 8 questions to be answered in 200 words each)

Section B – 4 x 10 = 40 (4 out of 6 questions to be answered in 500 words each)

Section C – 1 x 20 = 20 (1 out of 2 questions to be answered in 1000 words)

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SYLLABUS

(Effective from the academic year 2015-2016)

PERSONAL EFFECTIVENESS

CODE: 15PY/PE/PE24

CREDITS: 4

L T P: 4 0 0

TOTAL TEACHING HOURS: 52

OBJECTIVES OF THE COURSE:

- To assist students towards Self - Discovery
- To enable students enhance their Social Skills
- To help students develop a sense of Individual Identity

Unit 1

Self-Discovery

(10 hrs.)

- 1.1 Self-Concept
- 1.2 Self-Image, Self-Esteem
- 1.3 Emotional Intelligence- Basic Emotional Competencies
- 1.4 Motive & Drives
- 1.5 Values

Unit 2

Understanding others

(10 hrs.)

- 2.1 Social Perception Meaning and Definition
- 2.2 Basic Principles of Social Perception
- 2.3 Social Intelligence-Social Awareness and Social Facility
- 2.4 Social Influence

Unit 3

Interpersonal Communication and Relationships

(10 hrs.)

- 3.1 Definition of Communication
- 3.2 Elements of Communication
- 3.3 Types of Communication
- 3.4 Listening/ Responding
- 3.5 Developing Interpersonal Relationships
- 3.6 Assertive Behaviour

Unit 4**Interpersonal Dynamics****(12 hrs.)**

- 4.1 Transactions
- 4.2 Life Scripting
- 4.3 Life Positions
- 4.4 Ego States
- 4.5 Psychological Games

Unit 5**Adjustment****(10 hrs.)**

- 5.1 Adjustment- Concept of Adjustment and Maladjustment
- 5.2 Conflict
- 5.3 Frustration
- 5.4 Stress
- 5.5 Coping Strategies

BOOKS FOR REFERENCE

Baron. A Robert, Byrne. Donn. *Social Psychology*. New Delhi: Prentice Hall, 2004.

Banyard , Philip. Davis Mark. *Essential Psychology*, Sage South Asia edition. New Delhi: Sage, 2010.

Berne, Eric .*Games People Play, The Psychology of Human Relationships*. London: Penguin books,2007.

Goleman, Daniel, Abearian. R. *Emotional Intelligence*. London: Bloomsbury Publishing. 2006.

Goleman, Daniel. *Social Intelligence*. London: Random House, 2007.

Johnson, David W. *Reaching out- Interpersonal effectiveness & Self- actualization*. New York. Pearson, 2013.

Walker, Velma. Lynn Brooke. *Becoming aware*, Iowa: Kendall/Hunt, 2009.

Kravitz, Micheal, S *Emotional Intelligence Works-Developing people smart strategies*. New Delhi: Viva Books.2005.

WEB RESOURCES

Eric Berne – Game people play- The theory-

<https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&cad=rja&uact=8&ved=0CB4QuAIwAA&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DDeLQS0IxLYMg&ei=2BPkVKXdMcHUmAWB4YG4Cw&usg=AFQjCNFcyjEb5V5FrD9Rwo3brysFD-qJCg>

Social Perception-

<http://vig.prenhall.com/catalog/academic/product/0,,0132382458,00.html>

Emotional Intelligence-

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

Social Intelligence-

https://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CC4QuAIwAQ&url=http%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DnZskNGdP_zM&ei=wB3kVIqdJeL2mQXHi4LwDg&usg=AFQjCNE6rU-r1Wn4fN7Ee1sCdIhbtNjFHw&bvm=bv.85970519,d.dGY

PATTERN OF EVALUATION

Continuous Assessment:

Total Marks: 50

Duration: 90 mins

Section A – 3x10=30 (3 out of 5 questions to be answered in 300 words each)

Section B – 1x20=20 (1 out of 2 questions to be answered in 1000 words)

Third Component:

List of evaluation modes:

Assignment

Quiz

Case studies

End semester examination

Total Marks: 100

Duration: 3 hours

Section A - 5x8=40 (5 out of 8 questions to be answered in 200 words each)

Section B - 4x10=40 (4 out of 6 questions to be answered in 500 words each)

Section C - 1x20=20 (1 out of 2 questions to be answered in 1000 words)